UNICEF LIBYA

TERMS OF REFERENCE (TOR) – CONTRACTS

Request for Proposal

"Situational analysis and support to the development of the basic education curriculum framework in Libya"

<table>
<thead>
<tr>
<th>Title</th>
<th>Situational analysis and support to the development of the basic education curriculum framework in Libya.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>The overall purpose is to support the Libyan Ministry of Education (MoE)/the National Curriculum Office (NCO) to: i) undertake a situational analysis of the basic education current curriculum, ii) enhance the capacities of the NCO staff and iii) formulate recommendations, iv) support the development of a curriculum framework for basic education (grade 1-9).</td>
</tr>
<tr>
<td>Expected fee</td>
<td>Request for Proposal</td>
</tr>
<tr>
<td>Location</td>
<td>Tripoli</td>
</tr>
<tr>
<td>Duration</td>
<td>8 to 10 months</td>
</tr>
<tr>
<td>Start Date</td>
<td>March 2013</td>
</tr>
<tr>
<td>Reporting to</td>
<td>Education Specialist</td>
</tr>
</tbody>
</table>

BACKGROUND OF THE ASSIGNMENT:

For the people of Libya, this is a time of great opportunity and high expectations. Libya has one of the highest literacy rates in the region, in 2008 the adult literacy rate (15 and over) was 88% (82% for women) compared with the average of 72% of the Arab States, and the youth literacy rate (15 – 25 years old) was 100%1. The Libyan education system is composed of three levels: pre-primary education, basic education and secondary education. Basic education, both compulsory and free, includes 9 grades for children of ages 6 to 15 years old. This level combines two different cycles: six grades of primary education and three grades of preparatory level education. With regard to the access to education, the gross enrolment ratio in 2006 was 9% for pre-primary education (GPI 0.97), 110% for primary education (GPI 0.95%) and 93% for secondary education (GPI 1.17)2. Nevertheless, enhancing the quality of education and improving learning outcomes remain a major challenge. As part of dealing with this challenge, the MoE updated the previous curriculum and textbooks in preparation for the academic year beginning on 15th September 2012. A team of 160 education experts formed the National Curriculum Reform Office with the objective of reviewing curricula and textbooks of Libya’s school system. The first preliminary revision was completed in early 2012, and a total of 27 million textbooks were distributed to schools throughout Libya between January and March 2012. UNICEF supported the Libyan Transitional Government since the beginning of the uprising, delivering humanitarian assistance during the emergency phase and providing technical assistance and capacity building in the areas, amongst others, of teacher training, quality standards for early childhood development, education data collection and management, and mine risk education. UNICEF’s support to the NCO has been particularly relevant for the development of materials and training in the area of Mine Risk Education.

2 ibid.
In order to support the National Curriculum Office to develop a curriculum framework, conducting a situation analysis of the current curriculum framework and building the capacities within the relevant institutions in the area of curriculum development is planned. This requires a document review of the current curriculum and assessment measures, school/classroom observations and analysis of learning outcomes, learner competencies and assessment standards. This review will be undertaken under the leadership of the national curriculum developers currently employed by the MoE, and/or those who would be expected to be involved in the curriculum reform process, to ensure capacity building, understanding of the process and ensure the work is embedded in the context of the country’s needs and aspirations. Full consultation with community and religious leaders, stakeholder representatives at all levels, including students, parents and teachers in all geographical areas including rural and urban will be required to conduct a comprehensive analysis and identify the needs of learners, teachers and their communities in order to develop a curriculum framework and associated standards.

OBJECTIVE AND TARGETS:

The overall purpose is to support the Libyan MoE/NCO to undertake a situation analysis of the basic education curriculum (grades 1 to 9) and to enhance the capacities of key staff in order to elaborate a revised structure of the curriculum framework for basic education.

WORK ASSIGNMENT

1. Undertake a national situation analysis of the current basic education curriculum in Libya, which will include documental/secondary data analysis, stakeholder interviews, focus groups and school/classroom observation.
2. Carry out a training programme for key education stakeholders from the MoE/NCO on contemporary approaches to curriculum development.
3. Produce a final report (the situation analysis) with accompanying a curriculum development plan and recommendations.
4. Propose a revised structure of the curriculum framework.

DELIVERABLES

1. A situation analysis on the current basic education curriculum
2. A training programme for key education stakeholders on contemporary approaches to curriculum development (approximately 120 individuals)
3. A basic education curriculum development plan, with SMART recommendations
4. A revised structure of the basic education curriculum framework

QUALIFICATIONS/SPECIALIZED KNOWLEDGE/EXPERIENCE REQUIRED

The institution will have relevant experience at international level in providing technical assistance for curriculum development to Governments, International Organizations and other relevant institutions. The competencies required from the experts involved at technical level will be the following:

- Advanced degree and international experience in curriculum development, education policy, teaching.
- Experience working with national government ministries.
- Analytical and conceptual thinking and writing ability.
- Ability to facilitate participatory consultative process, including coordination, planning, and monitoring skills.
- Experience in qualitative data collection and analysis.
- Previous experience of working in MENA countries.
- Ability to work in an international environment.
UNICEF LIBYA

- Familiarity and commitment to UNICEF’s mission and mandate.
- Fluency in English and Arabic is a strong asset.

UNICEF SUPERVISOR
The consultant institution will complete the assignments under the direct supervision of the assigned Ministry of Education staff and the UNICEF Education Specialist.

FREQUENCY OF PERFORMANCE REVIEWS
The consultant/s will report progress regularly to the Education specialist and assigned Ministry of Education staff, at least 2 times per months and at the completion of each assignment.

DURATION OF THE ASSIGNMENT
8 to 12 months

OFFICIAL TRAVEL INVOLVED
Training will be provided in Tripoli and Benghazi. The situation analysis will require consultation meetings in different part of the country.

UNICEF RECOUSE IN CASE OF UNSATISFACTORY PERFORMANCE
UNICEF reserves the right to withhold all or a portion of payment if performance is unsatisfactory, if work/outputs are incomplete, not delivered or for failure to meet deadlines. All materials developed will remain the copyright of Libyan Ministry of Education and UNICEF and that they will be free to adapt and modify them in the future.

HOW TO APPLY
Institutions interested in the consultancy should submit their proposal in 2 separate files:

1. The technical proposal including: a) Approach to the work, including methodology, b) work plan with deliverables, c) profile of the team and qualifications. The technical proposal shall not contain the price and has to be named as following: RFP Libya, Name of company - technical proposal.

2. The price proposal has to be structured by deliverable and including consultancy fees, daily living allowance, materials, administrative as well as transport costs. The price proposal shall be named as following: RFP Libya, Name of company - price proposal.

Proposals in PDF format subject to the conditions will be received at email address supply.libya@unicef.org until the 5th of March 2013.

Prepared by Daniele Di Pillo
Education Specialist – UNICEF Libya

Approved by Katrin Imhof
Deputy Representative – UNICEF Libya